**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Mr. Phillips (Cole Phillips)**

**Lesson #: 5 Facet: Perspective**

**Grade Level: 11-12 Numbers of Days:** 2

**Topic: Literary Analysis**

**PART I:**

**Objectives**

**Student will understand that**

Franny and Zooey are, at times, examples of fatalism, existentialism, and absurdism

**Student will know**

That the focal themes in a novel define a text by its end.

**Student will be able to**

Discuss relationships with the themes presented in the content.

**Product:**

Tumblr

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

CCSS, 11-12, 2: “Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.”

**Rationale:**

Students will closely work with well-understood themes for in order to create in-depth, real life comparisons.

**Assessments**

**Pre-Assessment: (Lesson 1 only)**

No pre-assessment for this lesson.

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Using the “Fill-in-Thoughts” method of checking for understanding, students will reflect on their varied levels of understanding individually, and on a personal level.

**Section II – timely feedback for products (self, peer, teacher)**

Teachers will assess and students will self-assess using the same rubric, so as to level the playing field and degree of fairness in grading. Peer assessment will not be used for this assignment.

**Summative (Assessment of Learning):**

Students will design and publish a Tumblr page that hosts a series of entries (however many they think appropriate) which compare thematic presences in the text to their own lives and experiences.

**Integration**

**Technology:**

Tumblr, through the use of the site to design and publish the product.

**Content Areas:**

English, through creating written media and by engaging in literary analysis. Philosophy, by engaging in discussions and deep-thinking processes in which philosophical concepts are considered and closely analyzed.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will design their own graphic organizers in lesson five in the hopes that it will encourage truly unique thinking and work. They will use an “Inside/Outside” method of cooperative learning to discuss the content in a variety of ways.

**Section II – Groups and Roles for Product**

Students will engage in large group discussions to come to conclusions regarding themes and content in the texts being analyzed. Students will work together throughout the cooperative learning exercise, and individually throughout the creation of their products.

**Differentiated Instruction**

**MI Strategies**

**Logical:** Students will use graphic organizers to break down themes in the story.

**Verbal:** Students will be consistently writing and reading.

**Intrapersonal:** Students will work individually on their own products.

**Interpersonal:** Students will work in large groups to read and discuss the texts presented in class. Students will work together during the cooperative learning activity.

**Bodily/Kinesthetic:** Students will move about during the cooperative learning activity.

**Existential:** Students will engage in deep thinking and will have the opportunity to completely make the assignment their own.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

Students will have been assigned an 'absence buddy' ahead of time, so that in the event of an absence they have a partner who can fill them in and offer them any and all materials that were missed out on. All assignments are expected to be, either, on time or turned in at another time after having worked out a plan with the instructor.

**Extensions**

**Type II technology:**

Tumblr

**Gifted Students:**

All students will be allowed to get as extensive as they’d like, allowing “gifted” students to excel while simultaneously avoiding allotting pressure to others.

**Materials, Resources and Technology**

The novel

Laptops

Pens, Pencils

Paper

**Source for Lesson Plan and Research**

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

Agenda:

Day One:

**Hook (3 Minutes):** Students will be asked to look at the folded piece of paper which will have been left on their desks prior to their entrance. Each piece of paper will hold a random name. Students will be told that they are not the person described on the paper, and will then be explained the odds of their existing as they do.

**Lesson Part One (20 Minutes):** Students will engage in a discussion regarding the previous night’s reading, led by the instructor. The conversation will be guided into their own experiences with the content.

**Lesson Part Two (20 Minutes):** Students will be given paper and will be asked to create a graphic organizer (of their own design) comparing aspects of their own lives to the content. They will be assured that this information will remain private, should they elect for it to be. Students will then engage in an “Inside/Outside Circle” cooperative learning activity, coming to the center of the room and forming two circles. Within the circles, they will share a familiarity with the text. Some students will understand what they have in common with one another, while others may garner completely new ideas.

**Lesson Part Three (30 Minutes):** Students will then retake their seats and open their laptops. They will create a Tumblr account and begin working on their page. They will be asked to create a series of however many entries they’d like describing specific relationships with the content. One entry per relation.

**Closing:** The last bit of class will be dedicated to assigning the unfinished Tumblr pages for the following class, as well as finishing the remainder of novel (which will be almost completed prior to this class).

Day Two:

**Lesson Part One (30 Minutes):** Students will discuss the last portion of the novel. They will discuss the novel as a whole, and what it has meant to each of them. They will discuss how their opinions have changed from the previous classes, and how it may have affected the day’s assignment.

**Lesson Part Two (Remainder of Class):** Students will share one or more of their Tumblr entries by projecting their pages. Students will all be distributed a self-assessment rubric, and the instructor will use the same rubric to grade the products. Students who choose not to share will not be penalized.

**Content Notes**

Students will know…..

**Student will understand that**

Franny and Zooey are, at times, examples of fatalism, existentialism, and absurdism. By the time they have finished the novel, they will have a detailed understanding of these principles, how such principles apply to the novel, and how they apply to the students’ own lives. The intent of the understanding is that students begin developing comprehension of conceptual thinking.

**Student will know**

That the focal themes in a novel define a text by its end. Students will know that themes build throughout a story to create its climax and conclusion. A story would not function without themes which define it, and students will become better readers, literary analysts, and writers for the knowledge.

**Student will be able to**

Discuss relationships with the themes presented in the content. Students’ personal relationships with ideas present in the text will serve to express the importance and relevance of the material to their pasts, presents, and futures.

**Handouts**

Rubric

Names of paper for hook

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** The agenda will be clarified for all students so that they can best keep on task and have knowledge of all involved aspects of the assignment.

***Microscope:*** Analysis of the material being discussed will be a key part of the assignments.

***Puppy:*** Group discussion will be a large part of the lesson.

***Beach Ball:*** Students will be creating their own, unique Tumblr pages by the lesson’s end. They will be encouraged to do this however they’d like to.

***Rationale:*** Creative but mapped out carefully and apparently to the students, the assignment is analytical and touches on group and individual works, effectively catering to all learning styles.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

**Section I – checking for understanding during instruction**

Students will be asked, after every major explanation/piece of the lesson whether or not they fully understand the concepts. Additionally, at the end of each lesson, they will anonymously submit a quick write explaining what they learned and what they understood least before leaving class.

**Section II – timely feedback for products (self, peer, teacher)**

Teachers will assess and students will self-assess using the same rubric, so as to level the playing field and degree of fairness in grading. Peer assessment will not be used for this assignment.

***Summative:***

Students will design and publish a Tumblr page that hosts a series of entries (however many they think appropriate) which compare thematic presences in the text to their own lives and experiences.

***Rationale:*** The students will use learned principles of literay analysis techniques and themes present in the text to create a digital representation of their newfound knowledge and its relevance to their lives.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

**Student will understand that**

Franny and Zooey are, at times, examples of fatalism, existentialism, and absurdism

**Student will know**

That the focal themes in a novel define a text by its end.

**Student will be able to**

Discuss relationships with the themes presented in the content.

***MLR or CCSS:***

CCSS, 11-12, 2: “Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.”

***Facet:*** *Perspective*

***Rationale:*** Students will closely analyze thematic pieces of a text that incorporates deep, relevant thinking, and relate it to their own lives to garner perspective as the novel comes to its end.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Logical:** Students will use graphic organizers to break down themes in the story.

**Verbal:** Students will be consistently writing and reading.

**Intrapersonal:** Students will work individually on their own products.

**Interpersonal:** Students will work in large groups to read and discuss the texts presented in class. Students will work together during the cooperative learning activity.

**Bodily/Kinesthetic:** Students will move about during the cooperative learning activity.

**Existential:** Students will engage in deep thinking and will have the opportunity to completely make the assignment their own.

***Type II Technology:***

Tumblr

***Rationale:*** The MIs are met through analysis of rich content and implementation into a digital environment reminiscent of professionalism. The students will understand conceptual philosophy’s potential for implementation into true-to-life settings.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** C. Students will be constantly reflecting in discussion and using various models of deep thinking to analyze and ultimate create their own works based on such analyses.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** C. A truly personalized experience, students will be reflecting their opinions on and of the text being discussed consistently, and analyzing meaning to them through not only this discussion, but digital creation.